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A School

Digital Learning Programme
Impact Report

9ine Consulting
63 Wingate Square
London
SW4 0AF

e: info@9ine.uk.com
w: www.9ine.uk.com

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Document Control

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F Sharsson	Deputy Headteacher	A School	1/11/16	1.0
K Boton	Director of E-Learning	A School	1/11/16	1.0

Programme Overview

A School ran the Digital Learning Programme (DLP) between 12th September 2016 and 17th October 2016. During that time, our consultant worked with the following members of the teaching staff to plan and review a series of lesson activities to develop their professional practice.

Name	Department	Sessions Attended (maximum 6 sessions)
B Larton	Maths	6
T Heiss	MFL	6
M Cordell	Biology	6
J Shah	English	6
S Morris	History	6

The DLP sessions were held with the teachers on the same day each week throughout the programme. A progress report and summary document from each session was sent to each teacher to provide weekly information on the session outcomes to date. In order to understand more about the impact of the activities upon the students' learning, the consultant also held a separate student voice session with a group of students from each of the classes for which the teachers had received support. The teachers participating in the programme were not present at the student voice sessions.

In addition to the teacher and student voice sessions, our consultant met with the Deputy Headteacher on three occasions. Once at the start of the programme, to set objectives and identify the participant teachers, once during the programme, to discuss staff progress then a final meeting to inform the content of this report.

Programme Outcomes

Teaching & learning

A summary of the discussion and the outcomes from each meeting was recorded and provided to the relevant teacher, every week. This enabled the teacher to reflect on their progress over the course of the programme, as well as providing a reference for use in planning their next agreed activity.

In addition to the weekly meetings with the teachers, 9ine undertook a student voice session with student representatives from each of the classes used as a focus by the teachers on the programme. The students were asked a series of questions and invited to give their comments on the impact of the activities delivered by their teachers. Typically, these students represented the range of ability in the class and were invited to comment upon: successes and difficulties with the available technology, changes in the teacher's approach to lessons and their preferences for learning technology.

Individual Teacher Progress

At their first meeting, each teacher identified a development focus to act as a guide for their progress over the programme. This focus informed the discussion held with the 9ine consultant, ensuring that there was a clear pedagogic rationale for the design of the activity and the chosen technology. In subsequent weeks, each meeting began with a short review of the outcomes from the activity planned in the previous meeting. The teacher and the 9ine consultant then spent the bulk of the meeting designing the next activity and confirming the use of the chosen technology.

There now follows a summary of each teacher's progress on the programme. For full details of individual sessions and the outcomes for each teacher, please refer to the following weekly curriculum progress reports.

Report Title	Date of Issue
CM160.DLP.144.Curriculum Progress Report Week 1 v1.0	14/9/16
CM160.DLP.144.Curriculum Progress Report Week 2 v1.0	20/9/16
CM160.DLP.144.Curriculum Progress Report Week 3 v1.0	28/9/16
CM160.DLP.144.Curriculum Progress Report Week 4 v1.0	5/10/16
CM160.DLP.144.Curriculum Progress Report Week 5 v1.0	12/10/16
CM160.DLP.144.Curriculum Progress Report Week 6 v1.0	20/10/16

Individual Teacher Progress

J Shah - English		
Development Foci	●	Increase engagement and confidence in independent learning
Skills used and developed	● ● ●	Peer collaboration in lesson planning Identifying new digital tools to improve existing practice Aligning teaching methods with individual student needs
Teacher is now able to	● ● ●	Successfully challenge students to develop their oral and presentation skills against specific learning criteria Effectively utilise the available technology to provide opportunities for students to make greater progress through reflection and collaboration Design lessons, or a series of lessons around specific learner needs, using technology to make greater than expected progress
Feedback from their students	● ● ●	Collaboration techniques worked exceptionally well, as each student could see what others were writing and add to it or improve it for them The class tried harder when doing their research, due to healthy competition to ensure a high quality presentation/advert Increased use of Firefly for showcasing work and setting homework was a success. Students found it really helpful for clarity and organisation
Recommended CPD	● ● ●	Specific, O365 training for subject-based learning tools Sharing and collaboration across all staff, to encourage best practice Create & share regular newsletter to achieve sharing of best practice
Teacher's Feedback:		

JS has been surprised at the positive impact of the DLP on her professional practice. Having attended numerous technology-based training sessions previously, she feels the DLP has been the only approach that has enabled her to use digital tools as a sustainable and successful approach to improving outcomes in her lessons. JS believes that her students have improved their focus and independence as a result of the activities they have undertaken in during her participation in the DLP. She has seen an improvement in the quality of their reflection and collaboration. The students agree, saying that they have found concepts easier to extend and to develop during their work on genre during this programme.

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B Larton - Maths	
Development Foci	● Independent and self-directed learning
Skills used and developed	● Identifying creative methods for problem-solving ● Visualising and demonstrating problems (circle theorems) ● Peer-assessment
Teacher is now able to	● Use interactive technology to support the real-time sharing of solutions between students ● Improve the rate of progress of students in lessons, using a digital tool for creating proofs ● Provide more effective intervention during lessons, through the use of digital tools
Feedback from their students	● Students did not attend the planned session
Recommended CPD	● Use of O365 to support responses and for use of OneNote with students ● Sharing of best practice with technology with Maths specialists in leading schools
Teacher's Feedback:	

BL has found the DLP transforming in his view of the usefulness of technology within Maths teaching. He has attempted and succeeded in implementing more collaborative activities than ever before and is pleased with the results. He will continue to encourage group and whole-class collaboration, in particular using technology for real-time sharing of hints and tips between students. In addition to this, he has found the use of technology, rather than paper, removes the repetitive drafting of problems and allows students to spend more time focusing on finding and proving their solutions. He will continue to look for ways in which to continue to challenge and push his students through using more digital tools in his practice.

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M Cordell - Biology	
Development Foci	- Improved student independence - Shift from GCSE to A Level application of knowledge
Skills used and developed	- Using technology to capture assessed methods used in practical experiments - Providing students with a learning pathway through a scheme of work - Challenging students to provide explanatory evidence of their work
Teacher is now able to	- Create, publish and teach using video - Effectively capture and share students' practical outcomes and encourage greater progress through student reflection - Challenge students to assess their own progress by creating, publishing and teaching using online, summative tools
Feedback from their students	- Working with an online resource allows for learning at a pace that suits individuals - Having a clear pathway available online was very effective at supporting their understanding of individual tasks
Recommended CPD	- O365 training in Sway and OneNote, for greater student collaboration, challenge and evidence capture - Regular best practice sharing sessions with colleagues
Teacher's Feedback:	

MC has found the DLP stimulating and has been delighted that it is directly relevant to her current practice. She feels that she has learned how to embed technology into her lessons so that students make greater progress. Specifically, she has learned to use Firefly more effectively and to utilise other tools such as Prezi and Quik. This has built her confidence with technology and made her more willing to take risks in using new tools with her teaching. It has also encouraged her students to take greater responsibility for their learning.

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T Heiss - German	
Development Foci	● Improve student confidence and risk-taking
Skills used and developed	● Use of digital audio resources ● Challenging students to overcome barriers in presentation tasks ● Embedding key vocabulary and subject-specific skills
Teacher is now able to	● Provide individual, targeted intervention during listening comprehension tasks ● Improve confidence and risk-taking in presentation tasks ● Effectively challenge students using a blend of traditional teaching techniques and digital tools
Feedback from their students	● No students attended the planned session
Recommended CPD	● O365 for Sway and other creative presentation techniques. ● Tools for effective collaboration between students
Teacher's Feedback:	

TH believes that the approaches and the technology she has worked with during the DLP have enabled her students to work more independently. The DLP has improved her ability to incorporate a blend of techniques into her professional practice. By offering a varied range of presentation programs and differentiated audio resources, she has empowered the students to be more creative and more confident in the application of their understanding. She will continue to incorporate differentiated audio recordings in her classroom as it has greatly improved the quality of the students' work. TH will also be using 0365 tools such as Sway and has actively been thinking of ways to improve students interactive presentations.

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S Morris - History		
Development Foci	•	Improve student research skills
	•	Encourage students to become more independent
Skills used and developed	•	Supporting structured note-taking
	•	Collaborative methods for improving conclusions from the analysis of sources
	•	Improving the quality of written arguments
Teacher is now able to	•	Effectively incorporate online mind mapping tools to deliver collaborative tasks that improve students' rate of progress
	•	Challenge students to provide structured responses, using digital tools
	•	Improve students' understanding through effective use of digital tools for peer assessment and self-reflection
Feedback from their students	•	Using digital tools for collaboration is very helpful, as they can see each others' responses and learn from them
	•	Storing peers' work in an accessible, online location helps with self-assessment and in making improvements to their own work
Recommended CPD	•	Coaching and mentoring colleagues in the effective use of technology to support pedagogy
	•	Explore methods for incorporating Office Mix into teacher practice
Teacher's Feedback:		

For SM, the DLP has been most useful in developing a new set of online resources and embedding these into his classroom practice. In achieving this, the DLP has enabled him to focus upon developing clear links for students throughout a series of lessons. This latter point has been developmental and highly useful for him. He had also previously not incorporated collaborative work with students. During the DLP, SM has observed positive uptake from students as they have been supporting one another and organising their priorities for analysis. This has been achieved largely by using the annotation tool on OneNote Class Notebook and collaborative mind mapping on Coggle. The DLP sessions have therefore made SM more effective in his delivery and more reflective in his planning, with particular regard to differentiation, collaboration and independent learning.

Following this six-week programme, 9ine recommends that the following areas are considered to inform the strategic objectives of the school:

Strategy

- Understand the mobile device needs of teachers and students, in order to create an implementation plan for improving access to IT for teaching and learning

- Agree a suite of core applications for staff and student use. Ensure best practice in the use of these applications is defined and communicated across the school, with staff trained to be effective

- Review the above outcomes against the school's objectives for improving the quality of teaching

Operations

In order to support the quality and consistency of teaching and learning with digital tools, the school should:

- Agree and publish a clear process for requesting and receiving iPad apps

Technical

The following technical issues were identified during the programme and reported to IT Support for action:

- Geogebra to be loaded onto student PCs for Maths lessons
- Interactive Whiteboard not working in T Heiss' classroom

Sustainability

- Each teacher should set a target of embedding an element of their new skills and methods into at least one of their lessons each day.
- Students should receive support in using a core set of functions and features in the school systems (eg Firefly). This will help avoid obstacles to using digital resources for learning tasks.
- Departmental champions should be nominated to provide updates on best practice to their teams and report on new techniques, using the support and advice of the Director of E-Learning.